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EDITORIAL

Power to teach literature depends very largely upon the teacher's enthusiasm for literature and the breadth of his knowledge of it, and only slightly less upon his understanding of the life of his own day. That reading of contemporary writing contributes thus to teaching power is self-evident. Moreover, to those with the tastes that teachers of English may be assumed to have, such reading affords no slight pleasure, and to personality it adds resources of notable social value.

Our Own Reading

The *English Journal* proposes to do everything it can to encourage such reading by the members of our fraternity. The first move will be the publication of a series of articles on "American Authors of Today" by Professor Percy H. Boynton, of the University of Chicago. Professor Boynton is an acknowledged authority on American literature and therefore writes of the work of today with an adequate knowledge of the tradition behind it. He is not, however, a conservative who can see no good in innovation. His acuteness as a critic and his ability to present his observations with clearness and interest are attested by his frequent contributions to the critical columns of the *Nation* and the *New Republic*. As a popular instructor in summer courses for teachers, Professor Boynton knows the audience for which he will write. The series, beginning in September and running through June, will include four articles on fiction, four on poetry, and two on the drama.

The writers discussed will be so chosen that the series as a whole will constitute a satisfactory brief survey of American literary activity of the present. The undertaking is unique, and ambitious, but we have faith in Professor Boynton.

In addition it is planned to include in the "Periodicals" section of the News and Notes summaries of literary articles from the general magazines, and to extend the book reviews and notices to cover important new volumes of *belles lettres*.

A finding list of "Illustrative Material for High-School Literature" prepared by Katherine E. Wheeling and Jane A. Hilson under the general supervision of Professor Allan Abbott will be published serially. Based upon a careful tabulation of the classics named in thirty-eight state courses of study—this tabulation by Professor Hudelson will appear also—the list meets actual classroom needs. It has been compiled since the many changes and discontinuances which the world-war brought about among the publishers of such materials. No finding list even relatively complete has been obtainable except in book form and at a more than nominal cost.

So many teachers have inquired what the "project method" in composition is and where they can find directions for using it, that the editor has at last decided to furnish a systematic, detailed exposition of the whole matter. This he undertakes to do from considerable study of the project method in general and from years of experience in applying it to English work. The articles, probably four in number, will present an orderly exposition of principles accompanied by abundant illustration. They will constitute a fairly complete manual of method for the teaching of composition, including grammar, mechanics, and drill.